

**Theme:** Water

**Prekindergarten Foundation for the Common Core Standards:**

PK.AL.5: Demonstrates persistence.

PK.PDH.2: Uses sensory information to plan and carry out movements.

PK.SED.2: Regulates his/her responses to needs, feelings and events.

PK.CLL.7: With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.

**Objective:** Students will explore how to conserve water.

**Vocabulary:** pipes, sink, conserve, drinkable water, flush, leak, litter.

**Motivation:** Tell students, *"My dramatic center sink is not working. Where does water come from?"*

**Large Group Instruction:** The teacher will display the dramatic center sink. The teacher will ask the students, "Where does water come from?" Write down student responses on chart paper. Explain to students that our sink water travels through pipes. Tell children they are going to listen to the book *Watch Over Our Water* to learn how we can conserve water. Explain to students that the word conserve means to not waste. Read the book and pause to explain the vocabulary words. Ask students during read aloud, *"Why do we need water?"* Students will be asked to turn and talk with a partner, *"How can we save water?"* After reading the story, the teacher will introduce the center time small group activity.

**Small Group Instruction:** During center time, the teacher will work with a small group of students to prevent the dramatic center sink from leaking. Students will use plastic pipe tubes to create a working dramatic center sink. Students will explore using the curved, straight, and multiple opening pipe tubes. After students tested their long connected pipe tubes, they can use a clip board to draw their construction.

**Differentiated Instruction:** Students will be provided with curved, straight, and multiple opening pipe tubes. Students that need to develop fine motor skills and problem solving skills will be encouraged to use straight and curved pipe tubes. Students that have strong fine motor skills and problem solving skills will be motivated to use the straight, curved, and multiple opening pipe tubes.

**Follow Up:** At the end of the day, the teacher will discuss with students what they learned. The teacher will display photographs and drawings on the Science bulletin board.

**Materials:** Plastic pipe tubes, large water table, funnels, cups, dramatic center sink, aprons, clip boards, crayons, tablet, and the *Watch Over Our Water* book by Lisa Bullard.

**Evaluation:** While students are working, the teacher will write observational notes and take photographs. The teacher will upload the photographs and type the observational notes onto the online The Work Sampling System® student assessment.

**Teacher's Reflection:** \_\_\_\_\_

**Rubric Checklist:**

<b>The Work Sampling System® Performance Indicators:</b>	<b>Not Yet</b>	<b>In Progress</b>	<b>Proficient</b>
Interacts easily with one or more children.			
Interacts easily with familiar adults.			
Follows simple classroom rules and routines.			
Participates in the group life of the class.			
Uses expanded vocabulary and language for a variety of purposes.			
Shows understanding of and uses several positioning words.			
Ask questions and begins to solve problems that arise during explorations.			
Uses senses and simple tools to explore solutions to problem.			
Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.			
Shows awareness of their environment.			
Uses emerging strength and control to perform simple tasks.			